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ABSTRACT

This document describes a master of education program that teaches educators how to plan and implement individualized instruction following the Individually Guided Education (IGE) organizational model developed by the Wisconsin Research and Development Center and I/D/E/A/Kettering. Seven major components of IGE are incorporated into the ten-course master's program with the purposes of (1) preparing K-12 educators to plan and implement individualized instructional programs in their present roles and (2) helping educators develop concepts and skills for assuming leadership in individualization. Planning for the future of the educators is seen as an integral part of the program. A budget for the program's implementation and recommendations for planning similiar programs are included. (MM)

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ED153952

Program: "Planning and Implementing
Individualized Instruction, K-12"

Master of Education degree

Notre Dame College
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SP012 429

DISTINGUISHED ACHIEVEMENT AWARDS OVERVIEW

1. SUMMARY

In 1975 in response to concern for individualizing instruction, Notre Dame College, Manchester, New Hampshire initiated a Master of Education program, "Planning and Implementing Individualized Instruction, K-12" (modeled on Individually Guided Education), a process that was developed by the University of Wisconsin Research and Development Center for Cognitive Learning and /I/D/E/A/ Kettering and funded by $30 million from National Institute of Education, the U.S. Office of Education and the Sears Roebuck Foundation.

The Master of Education adopted the program for retraining teachers following the IGE system used in 40 states and countries involving 3,000 elementary and 500 secondary schools. Candidates take an overview course that encourages a commitment to the individualization process. The nine courses that follow build upon this foundation to form a structure for individualizing instruction that includes creative classroom materials, leadership skills for teaming, study of learning theory and philosophy, and culminates with the selection of a research problem in individualized instruction peculiar to the candidate's teaching situation.

A unique approach of the program encompasses a variety of learning techniques to accomplish the objectives including small group work, lectures, visits to IGE schools, presentations by practitioners in a workshop environment. The resources of the College are increased in scope by the fact that NDC is geographically in the center of the New Hampshire League, that the

Program Director is the designated State Facilitator for IGE and that an active Teacher Resource Center, Recycle Center and Alumni group functions at the college for continued growth interaction.

2. COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE PROGRAM

Description of Program

Notre Dame College's Master of Education program "Planning and Implementing Individualized Instruction, K-12" is a 33-credit degree program that teaches educators how to plan and implement individualized instruction following the Individually Guided Education organizational model developed by the University of Wisconsin Research and Development Center and Institute for Development of Education Activities (/I/D/E/A/) Kettering. This program on individualizing instruction is the only one of its kind in New Hampshire and one of less than 10 similar ones across the country. In addition to the fact that K-12 educators are enrolled in the same classes to learn the process for individualizing instruction, the program is enriched by having a Recycle Center and a Teacher Resource Center that has kits, films, books, and magazines on individualizing instruction and offers frequent workshops to educators on specialized individualized instruction topics. Although the program at Notre Dame College has 40 candidates with 6 faculty and 7 staff and administrators, the apparent small size is overcome by the fact that the Chair of the Graduate Division is also the New Hampshire State Facilitator for IGE and therefore has ready access to research, materials, personnel, and conventions provided by the University of Wisconsin Research and Development Center, /I/D/E/A/ Kettering, as well as the books, films and filmstrips on the seven components of IGE provided by the $30 million grant of the Sears Roebuck

Foundation to IGE. Educators enrolled for the degree learn the theories behind individualized instruction, the management techniques for individualized instruction and experience practical application of the seven IGE components within their own classrooms.

The seven major components of IGE that are adapted into ten courses are:

1. Multi-unit school organization pattern - several ages (5, 6, 7; 7, 8, 9; 9, 10, 11, etc.) are grouped together for learning.
   Presented in ED 501 Introduction to Individualized Instruction, K-12

2. Instructional Programming Model - a system for organizing units of study including setting of objectives, administering pre and post tests, providing alternative activities to meet objectives, and providing a variety of evaluation techniques.
   Presented in three courses: ED 502, 506, 507- Objective-Based Learning

3. Curriculum materials - including selection of a wide variety of commercial materials that meet individualized instruction criteria as well as creating teacher-made materials.
   Presented in ED 503 - Instructional Activities and Materials for Individualized Instruction

4. Assessment and Evaluation - techniques to be used with students to determine mastery of stated objectives and used to plan future growth.
   Presented in three courses: ED 503, 506, 507 Objective-Based Curriculum

5. Home-School-Community Relations program that involves these three elements as integral parts of the whole educational experience.
   Presented in ED 509 - Educational Philosophy

6. Facilitative Environments - relationships between state departments of education, colleges, teacher centers, and other agencies involved in education to facilitate the individualizing of instruction in schools.
   Presented in ED 505 - Educational Leadership

7. Research and Development - IGE is an organizational model for a <u>process</u> of education and an accepted part

of this process is that there is on-going research and development. Over $30 million has been granted to IGE from the National Institute of Education, the U.S. Office of Education and the Sears Roebuck Foundation.
Presented in ED 510 - Research Seminar

The purpose of the program is:

a. To prepare K-12 educators to plan and implement individualized instructional programs in their present roles as teachers, team leaders or head teachers.

b. To help educators develop concepts and skills for assuming leadership in individualization in their present roles.

Development of Program

In New Hampshire in 1972, IGE began under Title III as Project SHARE with fifteen elementary schools in the south central part of the state. When the federal funds stopped, there was continued interest in the ideas of individualizing instruction and a desire by SHARE participants and others for further training. The Director of Project SHARE (who was also the New Hampshire Facilitator for IGE) was based at Notre Dame College during the final year of the project. The present Chair of the Graduate Division at Notre Dame College had worked as a consultant for SHARE since its inception. Both of these leaders were convinced of the need for a Master of Education degree organized on the Individually Guided Education (IGE) model. When presented with the model, the Needs Assessment*,

*A Needs Assessment conducted in the fall of 1977 with 90 NH school districts responding indicated that an average of 80% felt more information and help was needed in areas of teaming, record keeping, skills continuum building; i.e., the essential areas of a functioning IGE program.

and the national and local concern for individualized instruction in the schools, the Notre Dame College administration agreed to initiate proceedings to add that program to the College's offerings. The first courses were offered in the summer of 1975 by a full-time Director and four part-time instructors with an opening enrollment of 38 students.

Procedures

A student applying for admission to the M.Ed. program in Individualized Instruction submits a completed application form, the application fee of $15, an official transcript of all college work, official results of either the Miller Analogies Test or the Graduate Record Examination and three letters of recommendation. The Directors of the graduate programs and the Academic Dean evaluate the admission papers and make the decision on acceptance. The accepted student enrolls first in the Introduction overview of individualization. The student then takes nine courses that expand on the basic concepts presented in the overview course including Instructional Activities and Materials; design of units of study on the guidelines of the Instructional Programming Model; development of motivational techniques in the Individually Guided Motivation course; review of Twentieth Century Philosophy as the support of individualized instruction, review of various Theories of Learning; understanding of the role of the candidate in Leadership in individualized instruction and group management; Creativity course as a way of learning how to integrate the curriculum; selection from elective courses in individualized

instruction at the middle school, high school or administration level or in specialty areas as reading or learning disabilities and finally completing the degree by focusing on a single topic within the area of individualized instruction and developing a paper and project on that topic in the Research course.

With respect to administration of the program, standard procedures and forms have been developed to keep records on repetitive operations ("Number of Students Enrolled," "Intent to Graduate," etc.) and these are reviewed and updated or adjusted periodically. When a procedure proves unsatisfactory the advice of others is sought--the Advisory Council members, the consultants from the New Hampshire Consortium of Colleges and Universities, the national office of /I/D/E/A/ Kettering or the University of Wisconsin Research and Development Center for Cognitive Learning.

Planning Activities

Planning for the future is an integral part of the program. The faculty, with the Dean, the students and the Advisory Councils identify needs through meetings and evaluation forms; objectives for the year are set and appropriate strategies for accomplishing these objectives are established. Objectives for developing the program in the first two years included:

1. preparing K-12 educators to plan and implement individualized instructional programs in their present roles as teachers, team leaders or head teachers and
2. helping educators to develop concepts and skills for assuming leadership in individualization in their present roles.

A realignment of these written objectives is made when needed in order to maintain the quality of the established program while at the same time responding to new trends. New courses or workshops have been given as a result of the state law 94-142 on mainstreaming; the national interest in integrating the arts; or local requests made by Staff Development Committees for workshops on learning materials, on ways to improve teaming or other components basic to the IGE program.

Program Calendar

A calendar schedule of fall and spring semesters and summer term courses as well as periodic workshops is prepared one semester in advance of the actuality. A graphic calendar of activities that must be accomplished concurrently (as mailing course listing brochures, holding Graduate Division and Advisory Council meetings, conducting courses, recruiting for future students) is also written. When the schedule for the year is developed, there is an effort to estimate the time required for major new actions (as identifying a workshop topic, finding a presentor, advertising and conducting the workshop, plus an allowance for handling routine responsibilities as well as providing time for unforeseeable events as writing a grant or serving on a state committee recently formed as the current committee working on accountability).

Objectives and Goals

When the program began in 1975 the objectives were to design the courses and monitor and evaluate them in accordance with the

IGE model. Now that one class has been graduated and all the courses have been taught at least once, maintenance and refinement of those courses is the concern. The effort at Notre Dame College now is to increase enrollment by 10% through offering 50% more workshops, planning 20% more special summer clincials, and increasing advertising to a broader audience by 100%.

Notre Dame College now is in the process of encouraging each faculty member to outline a self-improvement growth plan that includes work in 4 basic areas: greater depth in the area of specialization, greater versatility in techniques of instruction, greater breadth of knowledge in general education, and institutional priorities. These plans may be accomplished through postgraduate courses, workshops, conventions, reading of professional literature.

Teacher education is promoted at Notre Dame College through two major objectives of the program:

1. Preparing educators through courses, workshops, interviews, and practical experiences to plan and implement individualized instructional programs in their present roles as teachers, team leaders, head teachers or administrators. This training in IGE includes training in teaching the subject according to the IGE model, in learning techniques for monitoring and improving the IGE program, in increasing the choice and variety in learning activities, techniques in matching students to activities in a way appropriate to the needs of their students

2. Helping educators develop concepts and skills for assuming leadership in individualization in their present roles. Educators in the M.Ed. are given the opportunity to present workshops on aspects of individualization both to their peers and to other educators.

The objectives and goals are reviewed periodically and new resources are identified to help achieve those objectives. Obstacles that may hinder the program such as another college offering a similar program or government decisions as to federal or state emphasis are also reviewed in an effort to maintain the quality and growth of the program.

Personnel Involved

Job descriptions for personnel are written including:

Education - Master of Education essential with Ed.D. desirable

Experience - Clinical or awareness training in IGE

Commitment - Desire to see individualized instruction an integral part of the schools

An effort to solicit personnel for the IGE program has been made both internally and externally. Internally the Academic Dean, Dean of Students, Director of Continuing Education and five members of the educational faculty have taken clinical training or the basic course in individualized instruction. External sources of faculty are those people identified as outstanding in their field including:

Jean Crosby, Ph.D., Consultant, NEPTE (New England Program in Teacher Education)

Sara Massey, Ed.D., Consultant, NEPTE (New England Program in Teacher Education)

William Hassey, Ed.D. (in progress); former Executive Secretary of National IGE Association

John Gray, Ed.D., NH State Department of Education, Consultant for Arts Education

Rita Brack, Ed.D. (in progress) Notre Dame College; Manchester School Board member; Representative to NH General Course; Member, NH Professional Standards Board

Gloria Martin, one of two certified Art Therapists in NH

The Director of the Program, Nancy Sandberg, Ed.D., is Chair of the Graduate Division; NH State Facilitator for IGE, former member of the Board of Directors of the New England Program for Teacher Education and the NH Professional Standards Board and is President Elect of the New England Association of Teachers of English.

Budget

The budget is designed to support the program. For example, individualized instruction requires a number of practitioners to demonstrate and explain how individualized instruction successfully works for them. The budget has an allowance to pay those practitioners. Educators who are in individualized instruction must also have access to many commercial materials, films and books that explain that process to others and Notre Dame College has allocated funds to increase the basic library of 500 commercial games, activities and films inherited from Project SHARE and received grants from the Bicentennial Committee for funding to make kits and from Right-to-Read to purchase materials that help individualize instruction. The Teacher Resource Center at Notre Dame College has been further enriched by receiving funds from Title IV under the Adaptive/Adoptive-Dissemination grant.

Income for the program depends primarily on tuition and fees from graduate students. A minor income is derived from workshops given. Funds for commercial materials have also been made possible by the fact that the program has been validated by the NH Title IV validation process.

NOTRE DAME COLLEGE - Operating Statement
"Planning and Implementing Individualized Instruction, K-12"

REVENUES

	Summer	Fall	Spring	Total
1976-77	$ 6,085	$17,233	$14,402	$37,720
1977-78	$17,290	$13,680	-	$30,970

EXPENDITURES

1976-77	$ 1,556	$17,928	$16,740	$36,224
1977-78	$ 7,910	$14,706	$14,861	$37,477

Contributions to Improvement of Teacher Education

As the 1976 fall issue of Journal of Teacher Education stated in the issue devoted to Individually Guided Education (IGE) under the theme "Individualization of Learning and Instruction," IGE is a viable alternative to conventional teacher training programs. The Master of Education program at Notre Dame College follows that model. The Master of Education program presents the newest of methods and even within the program is innovative in that all candidates K-12 in all subject areas from math to industrial arts, from music to English study the process of individualizing instruction together. This innovative approach is dynamic.

The degree program seeks to improve teacher education by:

GOAL	HOW GOAL IS MET
meeting individual needs of students	train teachers to build or use skills continuums with sequenced objectives and pre and post criterion-referenced tests which are either teacher developed or selected from many commercial programs

training teachers to work in teams	train teachers how to write agendas, conduct effective team meetings, participate in shared decision making to share strengths, concerns, curriculum ideas in periodic League meetings with teachers from other schools and to provide emotional and professional support to them
engaging teachers in research	training teachers to use evaluation instruments for measuring growth in individualized instruction and to write an Action Plan with a Timeline
demonstrating how IGE functions	exemplify IGE method within the M.Ed. program

Evaluation Methods and Results

Evaluation is conducted in a variety of ways. Between student and professor, continuous evaluation is accomplished through the personalized relationship that exists between the students in courses and the course instructors. There is a constant check on the quality of performance through assignments and participation, as well as with application through occasional visits to candidate's classrooms. This evaluation is aided by the fact that each course has written objectives upon which growth is measured. In addition, throughout the courses, one-to one Advisor/Advisee conferences are conducted to assist the student in the completion of course requirements. This process also helps to identify individual strengths and areas where improvement is desired. Between professors and the Advisory Council to the program, evaluation is accomplished by periodic

meetings during which goals are set and strategies are designed to meet those goals. Finally, the NH Title IV office in spring 1977 sent in a team that validated the IGE Master of Education program for Adaptive/Adoptive and Dissemination grants which are currently being implemented in a nearby Junior High School.

Reaction of participants, other faculty members and other persons

The onsite evaluation of Project SHARE and the Master of Education program in February, 1976 concluded that the program is "very worthwhile" and contains "many competent contingencies."

In May 1977 the Master of Education learning program was one of five state programs selected for Title IV validation, eligible for Title IV funds through Adaptive/Adoptive and Dissemination grants.

As a result of their training in individualized instruction, representative Master of Education candidates have:

1. been awarded by Title IV $5,000 to adapt Seattle, Washington's "Occupational Versatility" program, a program which closely parallels the IGE model
2. published an article, "Individualized Music Activity Areas," in Music Educators Journal, September, 1976
3. published an article "Practical Approach to Nutrition Education" in the November, 1977 Common, the newspaper of the New England Program in Teacher Education
4. designed a reorganization plan for the public school's art program while in the Leadership course in the M.Ed. That plan was adopted by the Manchester, NH schools in November, 1977.

The IGE model continues to be a strong force for individualizing instruction in NH. 83 participants attended the November 19

"Make-it, Take-it" and teacher representatives from the original Project SHARE schools agreed to continue to support the League activities.

On May 12, 1978 and in October of that same year there will be an Awareness Session for NH superintendents jointly sponsored by Notre Dame College, the Center for Educational Field Services, the NH School Boards Association, the NH School Administrators Association, the NH Council for Colleges and Universities.

Enrollment in the program increased 146% in the first year. Candidates include certified teachers from elementary, junior high and secondary schools from the city of Manchester and from areas 2-1/2 hours' drive away.

Recommendations for others planning a similar program would be to:

1. utilize IGE training materials developed by University of Wisconsin Research and Development Center and /I/D/E/A/ Kettering
2. continue to use the Advisory Council
3. include periodic workshops based on assessed needs
4. maintain the college program as part of the League of IGE schools
5. publish work of students as a way of alerting others to techniques for individualizing instruction
6. continue the link with national AIGE (Association for Individually Guided Education)
7. solicit support of the State Department of Education
8. use the strengths of the college program and the surrounding League to continue in the development of staff renewal both locally and statewide
9. explore further commitment and development of other schools in IGE by gaining commitment of parents, superintendents, central office staff and teachers by providing training and technical assistance

10. continue the Resource Team concept for "Make-it, Take-it" sessions, Learning Center explanations, and training in Learning Styles

11. Collect data on affective as well as cognitive growth of those in IGE schools and dissemination that information

12. Disseminate data collected from active schools to schools interested in IGE, a workable process for individualizing instruction in the schools.